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# PROCEEDINGS OF THE SOUTHERN ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS

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## REPORT OF COMMITTEE ON PROGRAM OF STUDIES FOR PREPARATORY SCHOOLS

Submitted by J. H. KIRKLAND, *Chairman*

The preparation of this report was placed by the Executive Committee of the association in the hands of the Secretary. He has had the assistance and counsel of a number of teachers in school and college. A preliminary form of Tables I and II was widely circulated and criticism invited. Letters were received from many quarters and numerous practical suggestions were made, many of which have been embodied in the present report.

It is assumed that the preparatory course is to cover four years. The first year's work in most southern schools cannot be made as advanced as is possible for model courses in other sections. Arithmetic is not generally finished by the pupils of our schools before entering the preparatory schools. In fact, we may candidly admit that the larger part of the work outlined for the first year in mathematics, English, history, and science belongs really to the Grammar school. But even with this backward beginning the pupil completes in four years more than is required for admission to college in the By Laws of the Southern College Association. In fact, it would generally be possible for a student to prepare himself to meet these minimum requirements in three years. None the less should it be the aim of every school to give the whole four years' course as outlined. A few of our best colleges even now require this amount for entrance, and a strong effort is being made by others to bring their standard up to the same point. That the Southern College Association take official action and raise the minimum requirements is greatly to be desired and this will no doubt be done in time. Until this is done, colleges with lower requirements should arrange to accept the fourth year's work of the preparatory school as the equivalent of the same work done in college. In this way schools may retain their pupils and build up a regular and strong course of study.

The first table is intended to give an outline of the work that should properly be given in a preparatory school having a four years' course. This is the total amount of work to be provided for, though of course no one student is expected to take all that is offered. No attempt is made in this

table to give the number of weekly periods that should be given to each subject. In the arrangement of work by years deviations from the table will commend themselves to individual teachers. Some teachers give no work in concrete geometry, some teach formal English grammar late in the course, some will object to a division of the work in Cicero, and other and still wider deviations will suggest themselves in history and science. In spite of these facts the table will be found helpful and suggestive to many teachers.

The second table arranges the material of Table I in two groups, and Group I is arranged for two classes of students. This group represents the simplest form of preparatory school. It is intended for classical students. Pupils who omit Greek substitute therefor an equivalent amount of work in German or French. The amount of science instruction in this course is meager, but enough time is given to history to allow a careful study of the History of Greece and Rome in addition to United States history. No school should offer less work than is indicated in this group. Especially should the full amount of German or French as a substitute for Greek be insisted on.

Group II is intended for pupils taking neither Latin nor Greek. It is arranged so that it may be operated in connection with Group I. The amount of work required in order to offer both groups together in one school would not be more than could be done by three or four teachers. The work outlined in Group II makes a very satisfactory substitute for a classical training; history and science are each allotted three years, and good work could be done in both subjects. Pupils finishing Group II offer six subjects for entrance to college, against five subjects offered by those completing Group I, for the science work of Group I is not enough to be counted. At present, students applying for admission to college without Latin and Greek bring with them for the most part no work in French, German, or science. The B.S. degree in many southern colleges represents inferior training, not only in college, but all the way down through the preparatory schools. The corrective for this in school work is the adoption of such a course of study as is outlined in Group II.

It is hardly necessary to repeat that the tables given below are intended merely as suggestions. No two schools can be made alike in all details, nor is such uniformity desirable; but it is the hope of the committee that what has been given will serve as an aid for the reconstruction and enrichment of many school programs.

As the most valuable part of this report there is appended a series of papers containing practical suggestions as to methods of teaching each subject. These papers have been prepared with especial reference to the needs of southern schools, and ought to have a positive effect in elevating the tone of work in our class rooms.

TABLE I  
PROGRAM OF STUDIES

Studies	First year	Second year	Third year	Fourth year
Mathematics	Arithmetic, Concrete Geometry	Algebra, Plane Geometry	Plane Geometry, Algebra	Solid Geometry, Higher Algebra, or Trigonometry
English	Grammar and Literature, Written Exercises	Composition, Literature, Word Study, Exercises	Rhetoric, Literature, Written Exercises	Literature, Written Exercises
Latin	Beginner's Book, Easy Reading, as Gradatim, Viri Romæ, etc.	Grammar, Exercises, Nepos, Cæsar 3 books, Sight Reading	Grammar, Exercises, Cicero Orations 4, Virgil 2 books, or Ovid, Sight Reading	Grammar, Exercises, Virgil 4 books, Cicero 2 Orations, Sight Reading
Greek		Beginner's Book, Exercises, Easy Reading. (Second half-year)	Beginner's Book, Grammar, Exercises, Anabasis 3 books, Sight Reading.	Iliad 3 books, Grammar, Exercises, Sight Reading, Attic Prose 40 pp.
German		Elementary Grammar, Exercises, Easy Reading	Grammar, Exercises, Dictation, Easy Reading	Grammar, Exercises, Dictation, Reading, Sight Reading
French		Same as German	Same as German	Same as German
History	Greek and Roman History, Mythology, Stories of Greece and Rome	Medieval and Modern History	English	United States and Civics
Science	Nature Study, Reading, Elements of Plant and Animal Life	Physiology, Physical Geography	Physics	Chemistry

TABLE II

## GROUP I

Years	Mathe- matics.	English	Latin	German or Greek	History	Science	Total
I .....	5	5	5	..	5 <sup>1</sup>	5 <sup>2</sup>	20
II .....	5	5	5	5 <sup>2</sup>	..	5 <sup>1</sup>	20
III .....	4	3	4	4	4	..	19
IV .....	4	3	4	4	4	..	19

## GROUP 2

Years	Mathe- matics	English	French	German	History	Science	Total
I .....	5	5	..	..	5	5	20
II .....	5	5	..	5 <sup>2</sup>	5 <sup>1</sup>	5	20
III .....	4	3	4	4	4	..	19
IV .....	4	3	4	4 <sup>1</sup>	4 <sup>2</sup>	4	19

<sup>1</sup> First half-year.<sup>2</sup> Second half-year.

## MATHEMATICS

By PROFESSOR ALFRED HUME,

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That much of the subject-matter and many of the methods used in mathematical teaching as late as a decade ago were objectionable is a proposition accepted on every hand. That some of these defects still remain, in spite of numerous efforts to eliminate them, is all too true. That, in a few instances, educational reformers should have advocated extreme measures is not surprising. Indeed, among proposed innovations may be found pedagogical freaks, dangerous fads, and silly crazes. Not every radical departure is in the right direction. To reject new errors is as necessary as to discard old ones. To discover wherein new theories are unsound is as desirable as the appropriation of fresh truth.

In recent years there has been a well-nigh universal demand that courses in arithmetic be shortened. It is generally agreed that the time and energy devoted to this study are altogether out of proportion to the knowledge and power acquired or the uses to which these are put in after life. Whether the schoolboy is preparing for college or for citizenship, it is equally certain that, with the kind of course now in vogue, mental effort is misdirected. Much of the instruction in this fundamental branch of mathematics not only fails in fitting him for expert work in any department of business, but forever robs him of those habits of accuracy and thoroughness which proper teaching